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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** Sharing the Planet (**Shape and Space/Directions and Paths**) | | | | | **Driving  Supporting XDiscipline-Specific** | | | | |
| **Modality**  **XVisual**  **XKinaesthetic**  Auditive | **Style**  Mastery  **XUnderstanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| **XVisual-Spatial**  Verbal-Linguistic  **XKinaesthetic**  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  **X Observation**  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  **XAnecdotal Records**  Continuum  Other | |
| **Achievement Indicators:** Gives simple instructions and describes positions.  Follows simple maps.(paths) | | | | | | **Skills:** | | | | | |
| **Materials:** Chart paper, markers, CCB campus signals | | | | | | **Grouping**  Individual  Pairs  Small group  **XHalf group**  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **XAlternative**  Parallel  Stations |
| **Date:Jan 27-29/14** | | | **Time: 25 min** | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Ask the children if they know where the HEADMASTER office is and how we can get there. There would be different answers. Encourage them to walk (together) following one path only. | | | | | | | | | | | |
| **Main Activity:**  **Week 32:** Walk with the children to the headmaster office and have them notice the signals and different buildings there are in the way to go to her office as spatial references. Back in the classroom represent the path graphically on the chart paper. Encourage the children to tell you the directions and different buildings you have to include to have a clear representation of the space. Draw the buildings where they tell you and the directions using arrows.  Remind them how to call this kind of representation, using the related vocabulary (map, in front, next to, between, behind.) | | | | | | | | | | | |
| **Closing:** | | | | | | | | | | | |